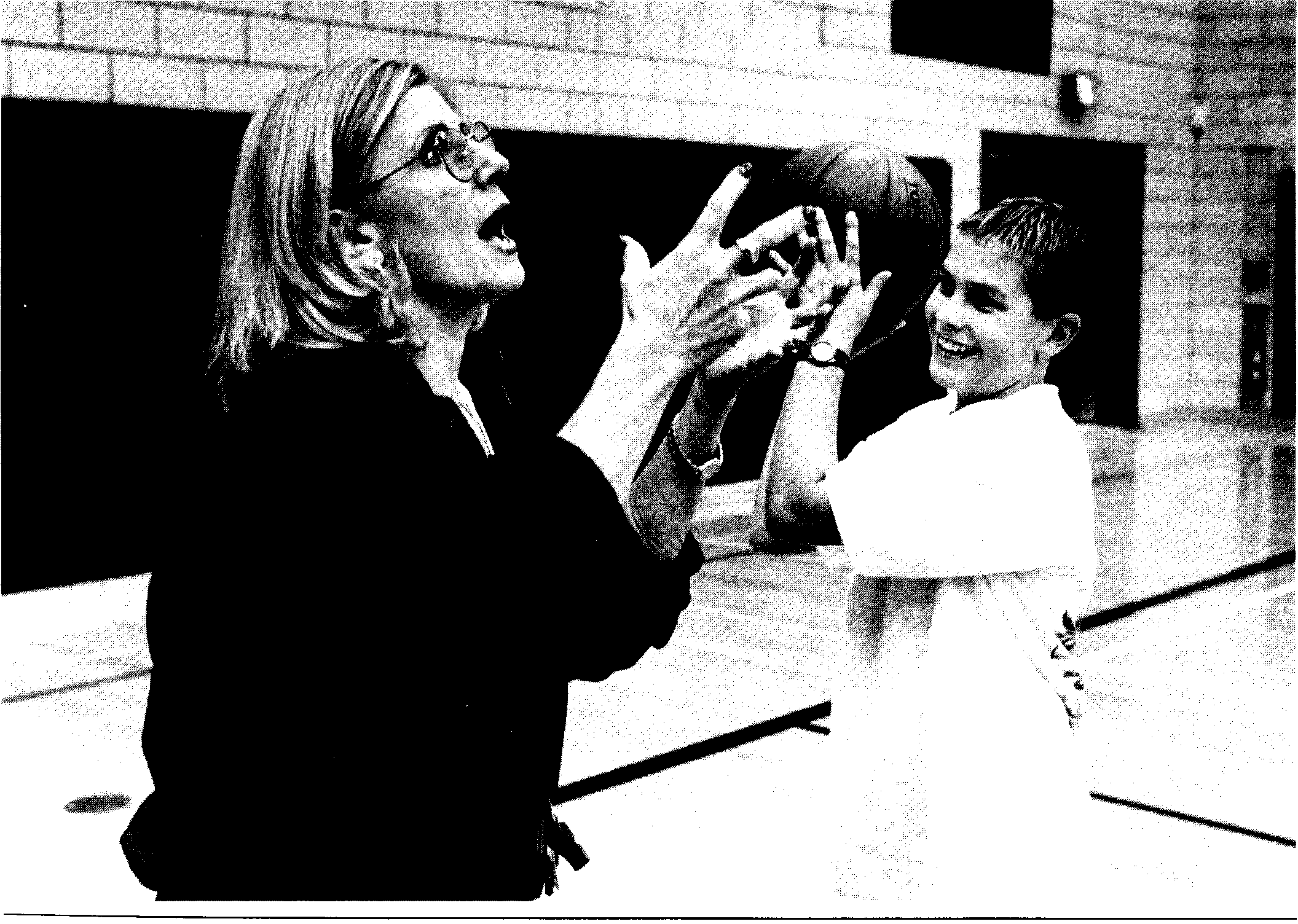
**PHYSICAL EDUCATION STANDARDS 2**

Introduction Program Coals And K-12 Content Standards

Content Standard NcHratives

K-12 Performance Standards Illustrative Task and Assessment Index

Illustrative Tasks Prototype Assessments Exemplars Of Student Work



PHYSICAL EDUCATION STAND ARDS

**Introduction**

This guide presents a framework of the core content for physical education. The framework was guided by the work of the National Association for Sport and Physical Education's *Moving Into the Future: National Physical Edu­ cation Standards* (NASPE, 1995). The national document provides answers to the question, "What should students know and be able to do as a result of physical educa­ tion?" Based on this national effort the "framework", or core content portion of this guide, has been developed. The program goals, content standards and performance standards in this chapter have been adapted from the national standards (see Appendix B).

This framework provides a scaffold on which local curriculums can be built, or a lens for reviewing what is already in place. It is not a curriculum in itself. The framework is meant to assist in bringing about change. Its purpose is to guide the development of cur­ riculums that challenge and motivate students and con­ tribute to student learning.

Throughout the core content, reference is made

to physical activities. It should be understood that pro­ gramming in physical education includes a balance of the following physical activities: dance, gymnastics, aquatics, team and individual games/ activities, fitness, and outdoor and challenge pursuits. A glossary of key content terms can be found in Appendix C.

The Connecticut physical education framework

includes the following elements.

Program goals are the broad statements that guide curriculum development by describing essential dimensions of learning or program results. They describe the results students are expected to achieve by the end of Grade 12. The results described by each program goal apply to multiple K-12 content standards.

Content standards specify what students should

know and be able to do by the end of Grade 12. These statements define domains of content that are important for students to learn and for teachers to teach.

CHAPTER 2

Performance standards specify, by grade clus­ ter, how adept or competent student performance must be to indicate attainment of the K-12 content standards. Performance standards help to explain and clarify the knowledge, skills and understandings that are presented in the K-12 content standards. Performance standards are provided within the K-4, 5-8 and 9-12 grade clusters.

Illustrative learning activities illustrate how stu­ dents might develop the understandings and abilities specified by the content and performance standards. They provide examples of instructional tasks that are connected to and grow out of the performance standards and that illustrate how teachers can make the content real and accessible to students. Illustrative learning activi­ ties often address multiple performance standards and possibly more than one content standard. They illustrate the connections between standards and also across dis­ ciplines.

Prototype assessments illustrate how student

performance can be assessed with regard to the content and performance standards. These are examples that push beyond standard means of assessment. They pro­ vide an opportunity for students to authentically repre­ sent the understanding, skill or application that is being assessed. Included with the prototype assessments are examples of explicit criteria by which student learning/ performance is to be evaluated. Assessment tasks also address multiple performance standards.

Exemplars of student work provide samples of exemplary or proficient sh1dent performances inresponse to the prototype assessments. Sh1dent work and evidence of the learning that has occurred in physical education is often observed in actual performance. The movement toward portfolio assessment has caused physical educa­ tors to investigate exciting new ways to document per­ formance. The use of technology creates many possibili­ ties. This guide will present examples of written exem­ plars for which parental permissions for publication in this guide have been secured.•

### PHYSICAL EDUCATION

*By the end of Gmde 12, students ·will recognize the importance*

*of and clzoosc to participate regularly in plzysirnl activities designed to maintain and c11lz11nce lzealtlzy lifestyles.*

**PROGRAM GOALS**

As a result of education in Grades K-12, students will:

* demonstrate the skills and knowledge necessary to participate in a variety of physi­ cal activities;
* make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life;
* recognize and understand the different effects of physical activity on one's mind and body; and
* develop interpersonal skills and exhibit positive character traits during physical activity.

**K-12 CONTENT STANDARDS**

1. **Physical Activity** Students will become competent in a variety of, and profi­

cient in a few, physical activities.

1. **Human Movement** Students will understand and apply principles of human

movement to the learning and development of motor skills.

1. **Fitness** Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.
2. **Responsible Behavior** Students will exhibit responsible personal and social behav­

iors in physical activity settings.

1. **Respect For Differences** Students will exhibit an understanding of and respect for

differences among people in physical activity settings.

1. **Benefits of Physical Activity**

Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction .•

Content Standard Narratives

* 1. Students will become competent in a variety of, and proficient in a few, physical activities.

The intent of this standard is the development of movement competency and proficiency. Movement is developmental and needs to be continually ad­ dressed throughout one's education. Movement competency implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation which facilitates continued motor skill acquisition in the following physical ac­ tivities: dance, gymnastics, aquatics, team and indi­ vidual games, fitness, and outdoor and challenge pursuits. The development of proficiency in a few physica 1 activities gives students the capacity for suc­ cessful and advanced le\·els of performance to fur­ ther increase the likelihood of participation.

1. Students will understand and apply principles of human movement to the learning and development of motor skills.

This standard im·olYes the ability of the learner to use cogni live information to understand and enhance motor skill acquisition and performance. This in­ cludes the application of concepts from disciplines such as motor learning and development, sport psy­ chology and sociology, biomechanics and exercise phvsiology. Knowledge of such concepts and prac­ tice in applying these concepts enhances the likeli­ hood of independent learning and, therefore, more regular and effective participation in physical activ­ ity. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess and improve movement skills independently.

1. Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fit­ ness.

Students are encouraged to develop higher levels of basic fitness and physical competence needed for many work situations and active leisure participa­ tion. (Health-related fitness components include car­ diorespiratory endurance, muscular strength and endurance, flexibility and body composition.) In or­ der to maintain a healthy lifestyle an individual needs to be able to assess, evaluate and design a personal fitness program that reflects ever-changing indi­ vidual needs.

1. Students will exhibit responsible personal and so­ cial behaviors in physical activity settings.

The intent of this standard is the achievement of self­ initiated behaviors that promote personal and group success in activity settings. These include safe prac­ tices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior in sport and positive social interaction.

1. Students will exhibit an understanding of and re­ spect for differences among people in physical ac­ tivity settings.

Standard 5 is designed to help develop respect for the individual characteristics of people through posi­ tiYe interaction among participants in physical ac­ tiYity. Similarities and differences may include char­ acteristics of culture, ethnicity, motor performance, disabilities, physical characteristics, gender, *race* and socioeconomic status.

1. Students will identify and understand how physi­ cal activity provides personal enjoyment, challenge, self-expression and social interaction.

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provide personal meaning. Physical activities can provide opportunities for self­ expression, social interaction, enjoyment, challenge and fun. These benefits encourage people to continue participation in activities throughout their lives.•

**CONTENT STANDARD 1: Physical Activity**

*Students will become competent in a variety of, and proficient in a few, physical activities.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students:   * demonstrate developmen­ tally mature form in the fundamental movement skills: locomotor (e.g., walk, jump, skip); nonlocomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throwing, kicking, strik­ ing); * demonstrate simple appli­ cations combining loco­ motor, nonlocomotor and selected manipulative skills to accomplish devel­ opmentally appropriate play and fitness activities; * explore and adapt funda­ mental movement skills to meet a variety of chal­ lenges; and * acquire basic skills to be applied to activities and games. | Educational experiences in **Grades** 5-8 will assure that students:   * demonstrate developmen­ tally mature applications combining locomotor, nonlocomotor and se­ lected manipulative skills; * demonstrate increasing competence in more advanced specialized skills; * adapt and combine skills to meet the demands of increasingly complex situations (e.g., creating sequences and patterns of movement for gymnastics or dance); and * participate in modified versions of a variety of movement forms (e.g., games, dance, gymnastics) and activities. | Educational experiences in **Grades 9-12** will assure that students:   * demonstrate competence in basic locomotor, nonlocomotor and ma­ nipulative skills in the execution of more com­ plex skills; * analyze complex skills, showing their connections with the fundamental movement skills; * develop advanced skills in selected physical activi­ ties; and * use basic movement skills to participate in a wide variety of leisure and work-related physical activities. |

**CONTENT STANDARD 2: Human Movement**

*Students will understand and apply principles of human movement to the learning and development of motor skills.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students: | Educational experiences in **Grades** 5-8 will assure that students: | Educational experiences in **Grades 9-12** will assure that students: |
| * apply movement concepts | * identify the critical ele- | * identify and apply charac- |
| (e.g., body, space, effort, | ments of increasingly | teristics of highly skilled |
| relationships) to a variety | more complex movement | performance to enable the |
| of basic locomotor, | and game forms; | development of move- |
| nonlocomotor and ma- |  | ment competence and |
| nipulative skills; | * understand and apply | proficiency; |
| * identify and apply critical | increasingly more com-  plex movement sequences | * understand and apply |
| elements and characteris- | and game strategies; | discipline-specific infor- |
| tics of mature perfor- |  | mation to their own per- |
| mance (e.g., moving in | * identify and apply prin- | formances (e.g., biome- |
| opposition, follow | ciples of practice and | chanical and physiological |
| through) to improve their | conditioning which en- | principles); |
| individual skills; | hance movement perfor- |  |
|  | mance; and | * understand and apply |
| * use understanding of the   critical elements of basic | * use information from a | pertinent scientifically  based information regard- |
| and specialized move- | variety of sources to | ing movement perfor- |
| ment skills to provide | improve performance. | mance; |
| feedback to others; and |  |  |
|  |  | * analyze and improve |
| * recognize and apply the |  | performance of them- |
| concepts of body, space, |  | selves and others; |
| effort and relationships in |  |  |
| developing movement |  | * understand various offen- |
| sequences and game |  | sive and defensive strate- |
| strategies. |  | gies for game forms; and |
|  |  | * display an understanding |
|  |  | of the connection between |
|  |  | the purpose of movement |
|  |  | and its effect on perfor- |
|  |  | mance. |

**CONTENT STANDARD 3: Fitness**

*Students will use fitness concepts to achieve and maintain a health­ enhancing level of physical fitness.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students:   * demonstrate several activities related to each component of health­ related fitness (e.g., car­ diovascular and respira­ tory efficiency, muscular strength and endurance, and flexibility) necessary for a healthy lifestyle; * engage in sustained physi­ cal activity that causes increases in heart rate and breathing; * recognize the personal physiological effects that accompany moderate to vigorous physical activity; and * meet and/ or show im­ provement in all compo­ nents of the health-related fitness standards as de­ fined by the Connecticut Health-Related Fitness Assessment. | Educational experiences in **Grades** 5-8 will assure that students:   * assess physiological indicators (e.g., heart rate, body temperature, perspi- ration) of exercise during and after physical activity; * understand and apply basic principles of training to improve physical fit- ness; * maintain personal records of moderate to vigorous physical activity; * develop personal goals and strategies for the improvement of selected fitness components neces­ sary for a healthy lifestyle; * participate in a variety of health-related fitness activities in and out of school; and * meet and/ or show im­ provement in all compo­ nents of the health-related fitness standards as de­ fined by the Connecticut Health-Related Fitness Assessment. | Educational experiences in **Grades 9-12** will assure that students:   * demonstrate the skills, knowledge and desire to monitor and adjust activ- ity levels to meet personal fitness needs; * use the results of fitness assessments to guide changes in personal pro-   grams of physical activity;   * design a personal heal th fitness program based on an accurately assessed fitness profile; and * attain and maintain ap­ propriate levels of cardio­ vascular and respiratory efficiency, muscular strength and endurance, flexibility and body com­ position necessary for a healthy lifestyle. |
|  | |

**CONTENT STANDARD 4: Responsible Behavior**

*Students will exhibit responsible personal and social behaviors in physical activity settings.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students:   * follow classroom rules, activity-specific rules, safety practices, proce­ dures, etiquette and good sportsmanship in various physical activity settings; * function independently and remain on-task for a prescribed period of time; * work cooperatively and productively with part­ ners or in small groups to complete assigned tasks; and * develop skills needed for resolving conflicts. | Educational experiences in **Grades** 5-8 will assure that students:   * identify the purpose for and participate in estab­ lishing and modifying rules, procedures and etiquette that reflect good sportsmanship and are safe and effective for specific activity situations; * develop skills to partici­ pate productively in groups, in both coopera­ tive and competitive activities; * use time effectively to complete assigned tasks; * solve problems and make choices by analyzing consequences and solu­ tions; and * apply appropriate skills for resolving conflicts peacefully. | Educational experiences in **Grades 9-12** will assure that students:   * apply safe practices, rules, procedures and etiquette in all physical activity settings; * demonstrate leadership and cooperate, as appro­ priate, in order to accom­ plish goals; * accept the decisions and respect the role of an official; * anticipate and avoid potentially dangerous situations in physical activities; * balance the goal of win­ ning with other estab­ lished goals of participa­ tion; and * initiate responsible behav­ iors and function indepen­ dently while being a positive influence on the behavior of others in physical activity settings. |

**CONTENT STANDARD 5: Respect For Differences**

*Students will exhibit an understanding of and respect for differences among people in physical activity settings.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students:   * work cooperatively with peers of varying skill levels; * experience differences and similarities among people of different backgrounds by participating in activi­ ties of national, cultural and ethnic origins; and * recognize the contribu­ tions that individual differences (e.g., physical, gender, cultural/ ethnic, social and emotional) add to group activities. | Educational experiences in **Grades** 5-8 will assure that students:   * explore their own cul­ tural/ ethnic heritage through participation in physical activity; * recognize the role of sport, games and dance in mod­ ern culture; * demonstrate behaviors that are supportive and inclusive when meeting the individual needs of peers in physical activity settings; and * participate with others, despite differences that may exist. | Educational experiences in **Grades 9-12** will assure that students:   * develop strategies for including persons from different backgrounds and abilities in leisure activi­ ties; * adjust performance to the differences in individual physical, emotional and social characteristics; and * recognize the influence physical activity can have in fostering an apprecia­ tion of cultural, ethnic, gender, physical and age differences. |

**CONTENT STANDARD 6: Benefits Of Physical Activity**

*Students will identiftJ and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.*

**K-12 PERFORMANCE STANDARDS**

|  |  |  |
| --- | --- | --- |
| Educational experiences in **Grades K-4** will assure that students:   * express feelings about participating in physical activity; * experience enjoyment while participating in physical activity; * understand that practicing activities increases skill competence; * interact with peers while participating in group activities; * use physical activity as a means of self-expression; and * try new activities. | Educational experiences in **Grades** 5-8 will assure that students:   * use physical activity as a positive opportunity for social and group interac­ tion; * recognize that meeting challenges in physical activities leads to self­ actualization and recogni­ tion from peers; * seek personally challeng­ ing experiences through physical activity; and * participate in and enjoy physical activities outside the regular physical edu­ cation class. | Educational experiences in **Grades 9-12** will assure that students:   * pursue new activities, both as individuals and with others; * enjoy participating in a variety of physical activi­ ties; * pursue lifelong physical activities that meet indi­ vidual needs; * recognize that physical activity can provide op­ portunities for positive social interaction; * identify feelings that result from participating   in physical activity both as  individuals and with others; and   * display heightened confi­ dence and broadened interest by selecting new physical activities. |

**ILLUSTRATIVE TASK AND ASSESSMENT INDEX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grades | Illustrative Task | Contents Standards | Assessment | Exemplar | Page |
| 1 | Snack Walk | 3 |  |  | 37 |
| 1&2 | Jumping | 1 | x |  | 23 |
| 2-3 | Jump Rope Skills | 1&2 | x | x | 18 |
| 2-3 | Locomotor Skills | 1&2 | x |  | 29 |
| 2-3 | Student Journal | 2&3 | x | x | 51 |
| 3 | Gymnastics | 1&2 | x | x | 26 |
| 3 | Human Gears | 2&4 | x |  | 30 |
| 3&4 | A Game For Everybody | 5,4,& 2 |  |  | 50 |
| 4 | Jogging the Oregon Trail | 3 |  |  | 39 |
| 5&6 | Physical Activity Calendar | 6&3 | x |  | 53 |
| 6-8 | Invasion Game Check Sheet | 2 | x |  | 34 |
| 6-8 | Gender Roles | 5 |  |  | 49 |
| 7&8 | Four With Four Volleyball | 1&4 | x |  | 31 |
| 7&8 | Fitness Orienteering | 3&4 |  |  | 40 |
| 9&10 | Forearm Pass Rubric | 1&2 | x |  | 33 |
| 9-12 | Tinikling | 1&2 |  |  | 35 |
| 9-12 | Fitness Interviews | 3 | x | x | 43 |
| 9-12 | I'm Responsible | 4 | x |  | 48 |
| 12 | Game Strategies | 2 | x |  | 36 |

The tasks and assessments included in this chapter are samples that illustrate the standards in action. They may be used to assist students in meeting the standards.

**CONTENT STANDARDS 1 and 2 ILLUSTRATIVE TASK**

**Grades 2 and 3**

**Jump Rope Skills**

Students will participate in a jump rope unit that includes:

* + instruction in long- and short-rope skills and techniques;
  + instruction in stunts (color coded *beginner, intermediate, advanced)*

(American Heart Association, Jump Rope for Heart, *jump Into Action,* Skill Cards, 1995); and

* + cooperative activities and skill/ stunt challenges.

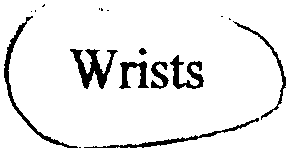
Extension activities include writing cinquain poetry and graphing the number of misses and/ or jumps.

JUMP ROPE

Name Class-----

1. What part of your body turns the most when you swing the rope for jumping?

Shoulders Arms



1. What type of landing do you have when jumping?

*co·-· r·*'\_, ..

........ *i*

1. What part of the foot do you jump on?

Heel Toes



\_,··-

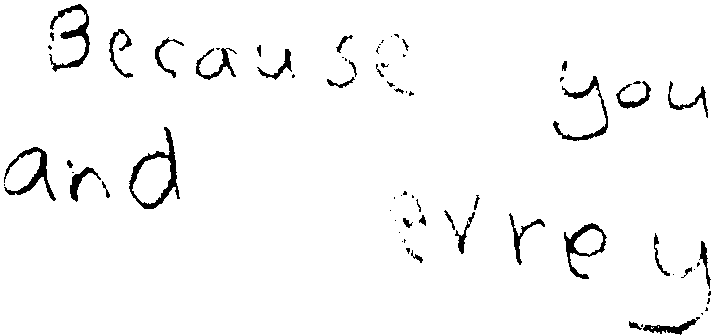
4.

Look at your jumping graph. Did you improve? *:* YES " NO

'-----....../

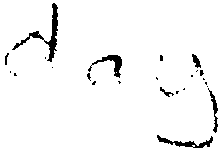
How did you decide?

I oooK



*<j*

*(* 0 h'( w u*'('*



61 \

...

} *rcfh*

1 *Y\ prove*

Student work cxcmpl,1r is rl'printcd with permission from the parcntc; or gt1cird i,rns.

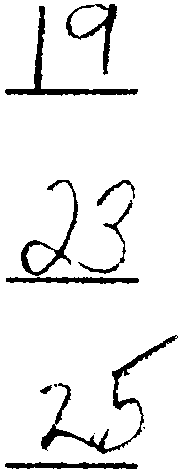
1Minute Endurance Jump

#of misses #of jumps

or

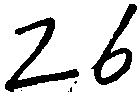
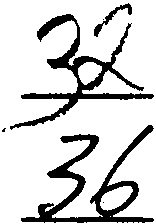
Dayl \9

Day2



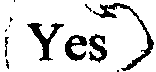
Day3 Day4

Day5 Day6

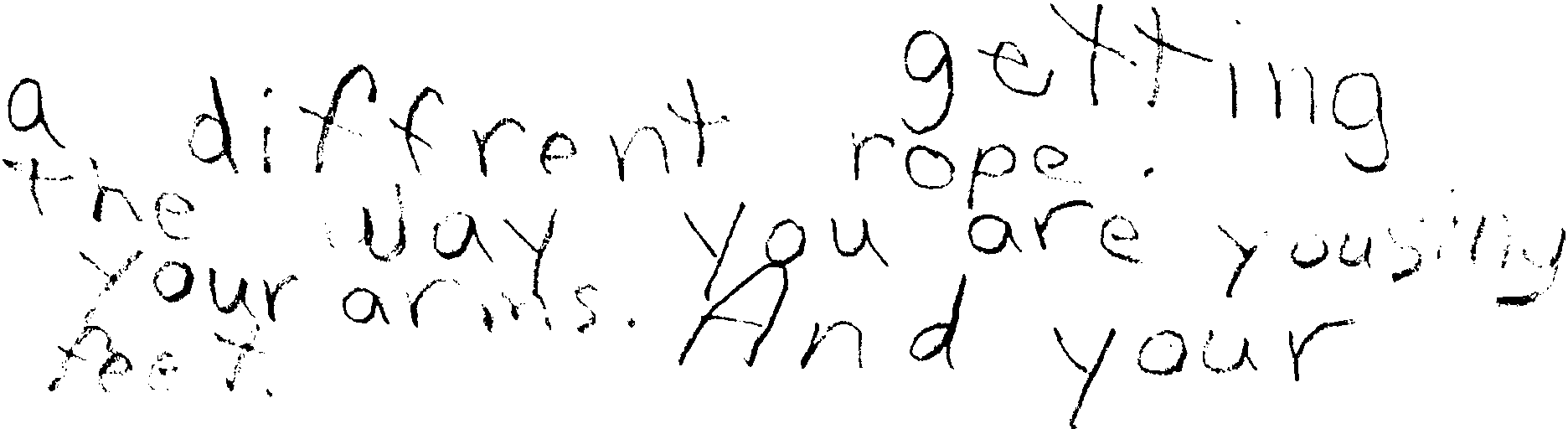


Day7 Day8

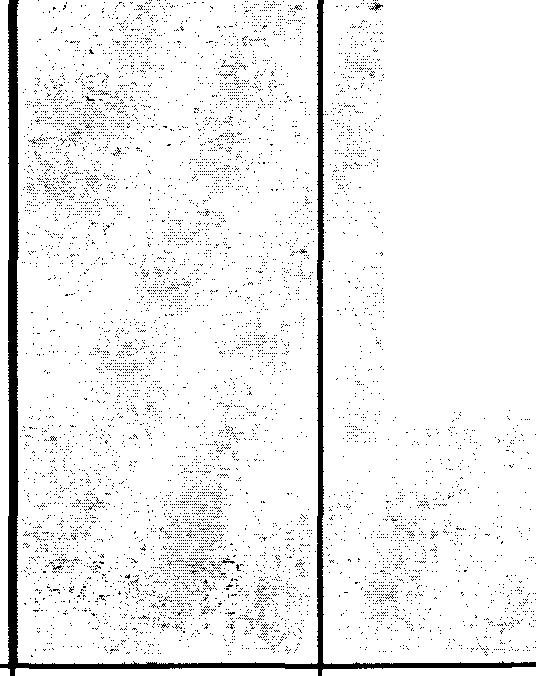
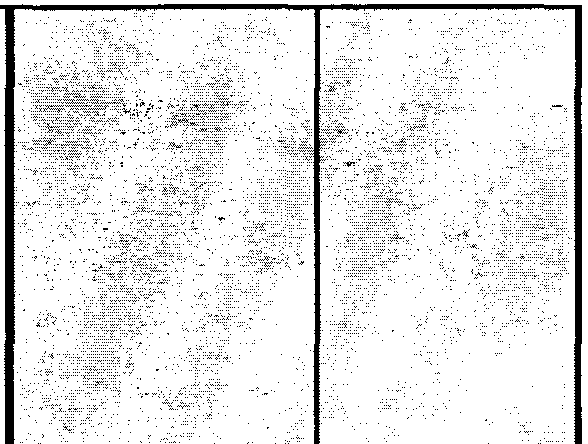
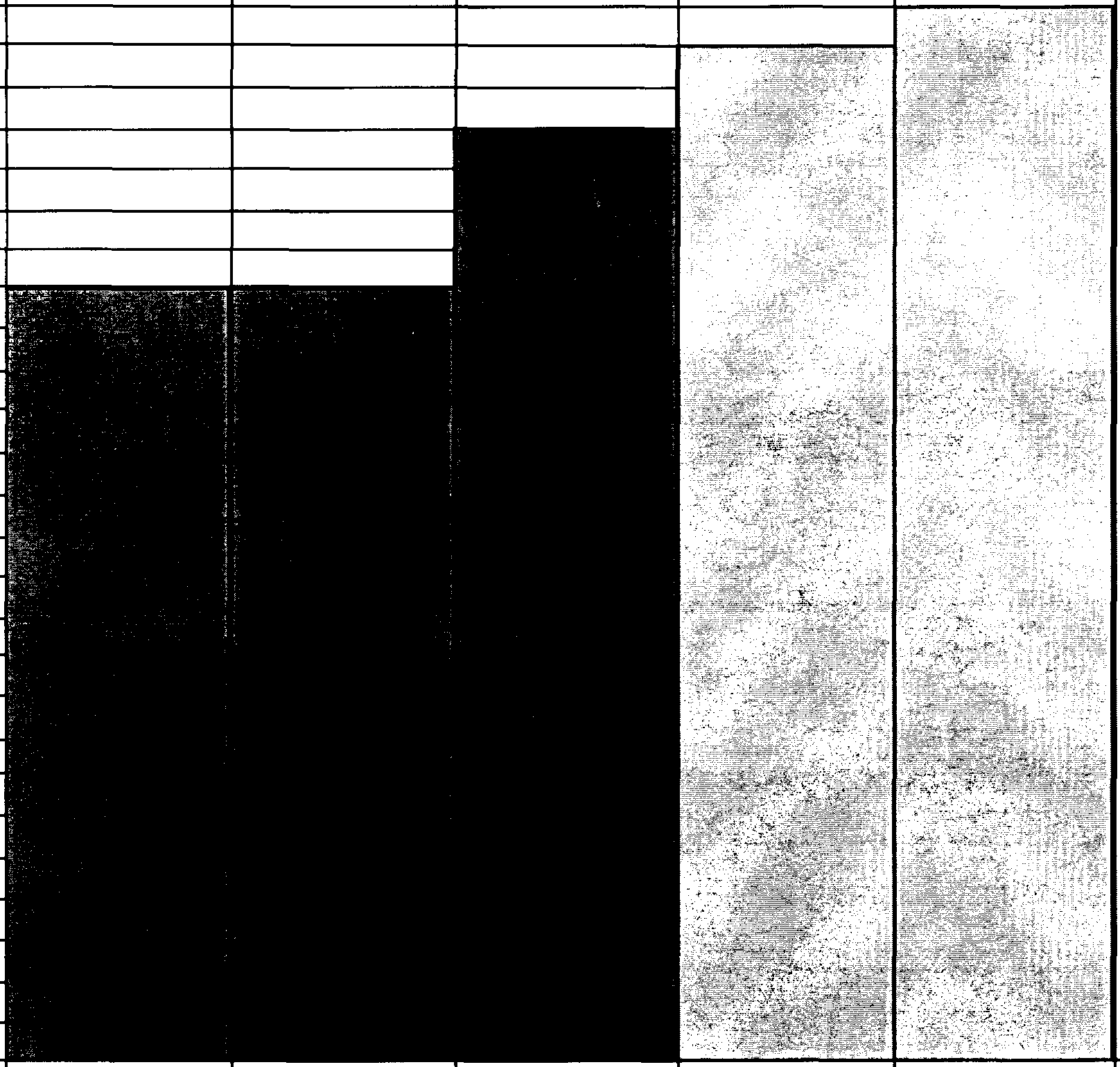
Did you improve? No Same



Why do you think you improved, stayed the same or did not improve?



Name Jumps



-30+

29

-

-28

-27

-26

-25

24

-

-23

-22

21

-

-20

-19

-18

-17

**JUMP ROPE PROGRESS GRAPH**

Class ------

**""O**

:::i:

-<

n

Vl

>

r'

**tT1** *e*0 (')

8

z

**Vl**

z

0

>

Vl

N

-15

14

-

13

-

12

-

-11

10

-

9

-

-8

-7

6

-

-5

-4

3

-

2

1

**SCORE**

**19 19 23**

**25 26 30**

**32 36**

**n**

:::i:

>

**DAY**

**1 2 3 4**

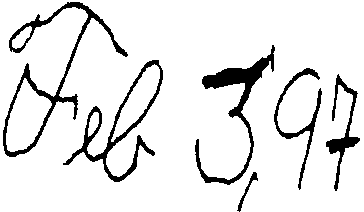
**5 6 7**

tT1

**:i=**

**8**

**N**



- rope

*Ol(id{*

*1*

**l**1urn1rAg 1

loud

w1r rng, *lreo****I***

Pr°'dicin9 r/16 *e.r perfec-f­*

*I+s* fun

Jurn pin9

**CONTENT STANDARD 1 ILLUSTRATIVE TASK**

**Grades 1 and 2**

**Jumping**

**Psychomotor:** Students will demonstrate the movement skill of jumping and landing.

**Cognitive:** Students will demonstrate understanding of measuring each jump by recording their results in NON­ STANDARD UNITS of measure.

**Affective:** Students will demonstrate cooperation and teamwork by working in small groups throughout the lesson and helping one another measure the length of each jump.

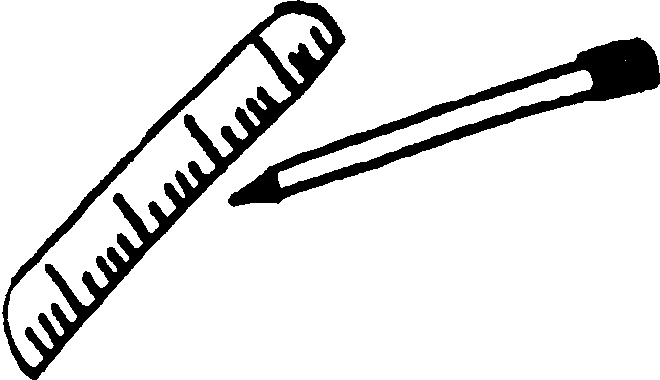
Students are challenged to move inside marked boundaries without touching anyone. Each time the whistle blows students must perform a new locomotor movement. The last time the whistle blows students are all told to move by jumping.

Students then work in small groups of four to practice the standing long jump. At each station they measure the length of the jump by using tools such as sneakers, feathers, pencils and rhythm sticks. Students are to record two jumps at each station. Classmates need to assist with the measuring. Measurements are to be recorded on the work sheets provided pages 24 and 25.

This activity can be easily integrated with classroom math activities. The work sheet can be given to the classroom teacher to then change the nonstandard units into standard units, using feet and inches.



I lllEASURED MY JUMP IN NON-STANDARD UNITS!



Station I:

I.My first jump measured ------

pencils long!

* 1. My seeond jump measured \_ pencils long!
  2. If I add both jumps together, I jumped a total of pencils!

Station 2:

I . I measured my first jump with Miss Flyntz's old sneaker! It measured

------- sneakers long!

2. My seeond jump measured \_ sneakers long!

##### 3. \Vas Miss Flvntz's sneaker stinkv? Yes or

No?

Reprinted with permission from Jennifer Flyntz, Pond Hill School,

Wallingford, Conn.

**Station 3:**

**I . My first jump measured**

*;:*- hythm stieks long!

## '

#### My seeond jump measured \_

**rhytlun stieks long!**

1. **Whieh jump was longer? \_**

**Station 4:**

* 1. **I measured my first jump with a feather. It measured feathers long.**

**2. My seeond jump measured** \_

**feathers long.**

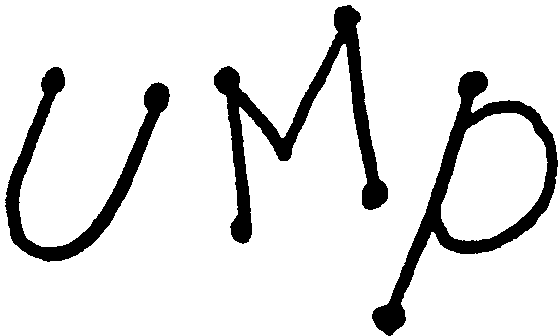
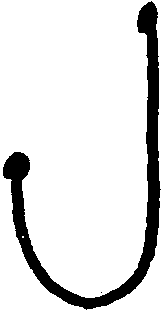
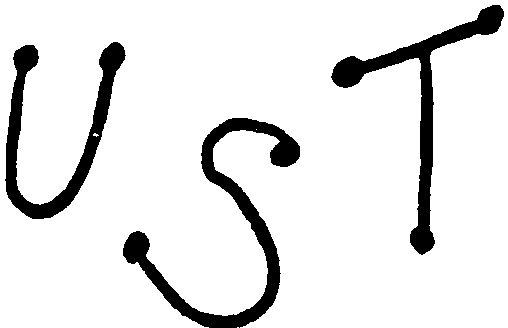
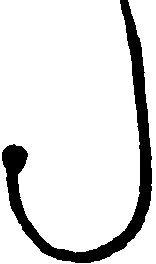
1. I **jumped**

**feathers all together!**

Reprinted with permission from Jennifer Flyntz, Pond Hill School,

Wallingford, Conn .

•



**CONTENT STANDARDS 1 and 2 ILLUSTRATIVE TASK**

**Grade 3**

**Gymnastics**

Students \viii plan and demonstrate a gvmnastics sequence th,1t mm·es in a forward direction, including two svm­ metrical and two asymmetrical shapes. There should be smooth transitions between skills. Students must pro\·ide a description of what will be included in their pbnned sequence on the work sheet found on page 27.

**PHYSICAL EDUCATION STANDARDS CHAPTER 2**

**EDUCATIONAL GYMNASTICS WORK SHEET**

\Jame: Class: The sequence must move in a forward direction.

It must include two symmetrical and two asymmetrical shapes. There should be smooth transitions between the skills.

Describe and/ or draw your gymnastics sequence.

* 1. Beginning shape or position

1. Two balances held for three seconds
2. Roll(s)
3. Travel actions

'i. Ending shape or position

Reprinted with permission from Amv Beardsley, Szilem (Conn.)

Elenwntarv School.

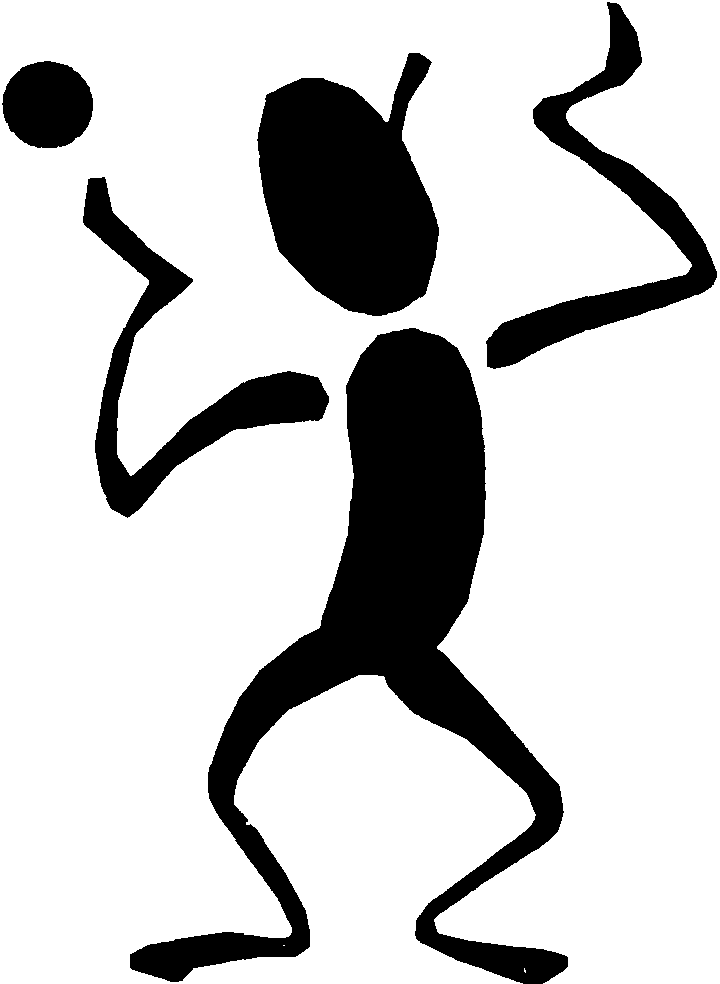
Name : Date: May24, *lqq* b

Grade *:* 2- \_s Educational Gymnastics Extension Activity

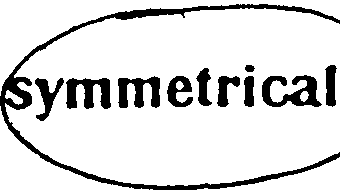
Directions: Using pictures from magazines or computer graphics, please select a picture of a person in sports using one of the gymnastics shapes you have learned. the type of base, and body movements .

•••

• •



My sport person ls In a non symmetrical shape. (Circle one)



My sport person Is using a wide *B* base. (Circle one)

My sport Is IA I / and Is using a locomotor



the

movementln la dthencirclethemovement)

Student work exemplar is reprinted with permission of the parents or guardians.

**CONTENT STANDARDS 1 and 2 ILLUSTRATIVE TASK**

**Grades 2 and 3**

**Locomotor Skills**

Students will demonstrate different locomotor skills at five stations.

1. Students travel through general space galloping. Whenever they come to a crate, box, hurdle, rope, etc., they leap over it and keep going.
2. Students design hopscotch patterns using plastic floor shapes or chalk to designate foot placement, (hop, jump). Students are to create their own patterns and try others' patterns as well.
3. Students working with partners demonstrate sliding and changing directions. One partner uses a slide whistle to tell the other partner when to switch directions.
4. Students listen to music with a 4/ 4 meter, practicing counting the beat and clapping their hands, tap­ ping their feet or nodding their head while standing or sitting. They then walk with a group, making sure to move only one step per beat.
5. Students work with partners. While one student beats an uneven rhythm on a drum, tambourine or rhythm stick, the other demonstrates skipping.

**Performance Assessment**

Students create and perform a "Magnificent Movement Model" that includes four different patterns of locomotor movements. Each pattern should last for eight counts, and two of the patterns should also include changes in direc­ tion. The sequence should be repeated four consecutive times to music. A movement map needs to be developed that will show the teacher or person who will provide the music whether an even or uneven beat needs to be given and when. The performance may be done individually or in small groups.

Consider the extent to which students:

* meet the given sequence criteria;
* refine the sequence so it can be performed smoothly and without hesitation;
* match their movements to the beat of the music; and
* repeat the sequence the required number of times.

**CONTENT STANDARDS 2 and 4 ILLUSTRATIVE TASK**

**Grade 3**

**Human Gears/Simple Machines**

This activity integrates physical education with science. Students will experience the meshing of gears and the concept of gear ratios by acting as human gears.

Each student extends his or her arms to look like the teeth of a gear.

* Gear 1 is only one person and has two "teeth". These teeth are arms, which are held out straight from the body
* Cear 2, with four teeth, is two people standing back to back. These students hold their arms out straight,

but at an angle of 90 degrees as if holding a big, imaginary box.

* \_ Gear 3, with six teeth, is three students, shoulders touching, arms out at about 60 degrees.
* Gear 4, with eight teeth, is four students, shoulders touching, arms out at about 45 degrees.

If you have more students, you can make more gears. Cear 5 would have 10 teeth, Cear 6 would have 12 teeth, and so on. Once each of the students has become part of a gear, you can have them shuffle over next to each other in a line. To save effort, have the largest gear stay put and others move closer until one extended hand is in between two arms and reaches about to the elbows. Continue in this manner with the other gears until thev all mesh.

Now you can start the motor. Cear 5 begins to move around in a circle. Have students keep their backs together, with arms out straight. This will cause Cear 4 to move. Be sure "teeth" are meshing. Cear 3 and Cear 2 are going around and Cear 1 should be going very fast.

Before Cear 1 gets dizzy, reverse the action. Ask students to stop moving. Let them catch their breath, and then let Gear I start turning so that his or her motion controls the turning of the other gears.

**Extension (Possible Assessment)**

Using a playscape, students physically act out Newton's Laws of Inertia and the concepts involved. Working in small groups, then expanding to be the entire class, students develop a pattern of movement that would resemble a lever, gear, or wheel and axle. Thev combine the simple machines and form an efficient, complex machine. Starting with one simple action, a series of reactions follow as individuals work together to make the machine run. Once one full rotation is complete students take the place and actions of the part in front of them. Concepts covered through the physical activity are laws of inertia, levers, gears, wheel and axle, driver gears, follower gears, work and friction.

Discussion Questions

* How did you decide who was to become which parts of the machine.
* What were the names of the parts of the machine?
* What was the function of each part and its role in the total machine?
* What happened when a part was broken or out of synchronization?
* In physical education when do you work as a part of a larger "machine"?
* What happens to the team or group when one person is not doing his or her job?
* How did you fix the machine when this happened? How can you get the team or group to work to­ gether when this happens?

**CONTENTSTANDARDS1AND4 ILLUSTRATIVE TASK**

**Grades 7 and 8**

**Four With Four Cooperative Volleyball**

Students will pby a 4-with-4 coopcrati\'e game of volleyball, with four players on each side of the neL The intent is for the players to keep the ball going back and forth across the net as manv times as they can before it hits the floor, There must be at least two hits on each side before the ball can cross the neL When the ball hits the floor the game is restarted with a serve,

Keep a tally of the number of:

* times the ball passes across the net;
* combination passes and sets used by the team; and
* **successful serves.**

:')J

•

PHYSICAL EDUCATION STANDARDS

SELF- AND PEER-ASSESSMENT VOLLEYBALL FOREARM PASS

CHAPTER 2

Self

I can do this

Self Partner I need more Can do practice this

Partner Needs practice

1. Self-pass and bump a ball three consecutive times in the air.

1. Self-pass and bump a ball five consecutive times in the air.
2. Bump the ball higher than my head two times in a row.
3. Bump the ball, clap my hands and bump again.
4. Contact the ball between my wrist and elbows.
5. Bump without swinging my arms.
6. Have my forearms provide a flat surface.
7. Bend my knees correctly.
8. Bump, touch the floor and bump again.
9. Bump, make a full turn and bump again.